

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

- 1.

C. Deaf Education Teacher Preparation Program:

1. University of Northern Colorado

D. Program faculty interviewed:

1. John Luckner

E. Questions:

1. Programs:

1. Is your Program in an danger of closing?

1. No: X

2. Yes:

3. Maybe:

4. Comments:

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:

1. Tenure Track: 2

2. NonTenure Track:

2. Part Time:

3. Comments:

3. Deaf Education Program & Faculty Positions:

1. During the course of the last five years, has your college searched for a Deaf Education faculty member?

1. No: X

2. Yes:

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?

1. Comments:

3. Were you able to fill the position?

1. Yes:

2. No:

3. Comments:

4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position?

1. Yes:

2. No:

3. Comments:

5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?

1. Yes:

2. No:

3. Maybe: X

4. Comments:

6. Will this position be a tenure line position?
 1. Yes:
 2. No:
 3. Maybe: X
 4. Comments:
7. Do you have any comments you would care to share regarding what you consider to be the "available pool" of Deaf Education faculty candidates?
 1. Yes:
 2. No:
 3. Comments: I HAVE HEARD FROM MANY COLLEAGUEES THAT IT IS DIFFICULT TO FIND QUALIFIED CANDIDATES
8. What would you identify to be the critical characteristics, knowledge, skills and experiences that are needed by a Deaf Education faculty member at your college?
 1. Critical Characteristics: MOTIVATED, COLLABORATIVE
 2. Critical Knowledge: PEDAGOGY, ADULT LEARNING PRINCIPLES, LANGUAGE/LITERACY DEVELOPMENT, ONE SPECIFIC AREA OF EXPERTISE (E.G., EARLY CHILDHOOD, WRITING, TRANSITION), GENERAL EDUCATION CURRICULUM
 3. Critical Skills: TEACHING, WRITING, RESEARCH, ABLE TO COMMUNICATE WITH A VARIETY OF HEARING, HARD OF HEARING AND DEAF INDIVIDUALS
 4. Critical Experiences: SEVERAL YEARS OF EXPERIENCE TEACHING STUDENTS WHO ARE DEAF OR HARD OF HEARING
9. How has your Deaf Education teacher preparation program changed during the course of the last five years and what changes do you expect to make in your program during the next five years?
 1. Changes that have occurred: MORE EMPHASIS ON ORAL/AURAL EDUCATION, USE OF DISTANCE EDUCATION, MORE EMPHASIS ON ASL, MORE EMPHASIS ON COLLABORATION AND ITINERANT TEACHING
 2. Changes that are expected to occur: CONTINUED USE OF DISTANCE EDUCATION, ADDING COURSE OR COURSES ON WORKING WITH STUDENTS WHO HAVE ADDITIONAL DISABILITIES, GREATER ATTENTION TO EVIDENCE BASED PRACTICES

2. Faculty:

1. What are your areas of research interests? LITERACY, ASSESSMENT, SOCIAL EMOTIONAL DEVELOPMENT, TRANSITION, APPROPRIATE SERVICES FOR STUDENTS IN GENERAL EDUCATION SETTINGS
 - 1.
2. What are the areas of research of the other Deaf Education faculty in your program? CULTURALLY DIVERSE FAMILIES, LITERACY, EARLY CHILDHOOD DEVELOPMENT, ASSESSMENT
 - 1.
3. What are the topical areas that you consider your program to be particularly strong, e.g., parent/infant, working with d/hh students with additional disabilities, math education, etc.? LITERACY, LANGUAGE DEVELOPMENT, COLLABORATION, WORKING WITH FAMILIES, ASSESSMENT
 - 1.
4. How many years do you project before you will retire from your Deaf Education teaching position? 8
 - 1.
5. How many years do you project before the other Deaf Education faculty in your program retire? 17
 - 1.
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. BOTH CAUCASIAN, ONE DEAF HISPANIC INSTRUCTOR OF ASL

3. Students:

1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: 0
 2. Graduates: 35
 2. Student Teaching?
 1. Undergraduates: 0
 2. Graduates: 10
2. What changes, if any have you noted in the number and ethnic diversity of students enrolling in your program during the course of the last five years?
 1. Noted Changes: NONE
3. How many doctoral students do you have enrolled in your program at this time? 3 When do you anticipate that they will graduate? NEVER how many are full-time? 09 How many are part-time? 3
 1. Number of current doctoral students:
 1. Course Phase: 3
 2. Dissertation Phase: 0
 2. Expected graduation of current doctoral students:
 1. 2008: 0
 2. 2009: 0

3. 2010: 0
 4. 2011: 0
 5. 2012: 0
 6. 2013 0
 7. 2014 0
4. What kind of financial support are your present doctoral students getting?
1. Description of current level of financial support: **NONE CURRENTLY. IN THE PAST WE HAVE HAD 2 LEADERSHIP GRANTS**
5. How many deaf education emphasis doctoral applicants do you have this year? last year? how qualified are the applicants to enter your doctoral program?
1. # of doctoral applicants - 2006-2007 AY: **1**
 1. how well qualified:
 1. # of Excellent:
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory: 1
 5. # of Unsatisfactory
 6. # of Comments:
 2. # of doctoral applicants - 2007-2008 AY: **0**
 1. how well qualified:
 1. # of Excellent:
 2. # of Very Good:
 3. # of Good:
 4. # of Satisfactory:
 5. # of Unsatisfactory
 6. # of Comments:
 6. On the average, how many students do you graduate from your program each year?
 1. UG students: **0**
 2. M.Ed. students: **7**
 3. Ph.D./Ed.D. students: **0**
 7. Do you have any information concerning where your students go and what your students do following graduation from your program? How do you collect this information?
 1. Yes:
 2. No:
 3. **Kinda: THEY KEEP IN CONTACT VIA EMAIL**
 4. Comments:
 1. Graduate follow-up data:
 2. Graduate follow-up procedures:
 8. If you have graduated a doctoral student in the past five years please answer the following
 1. How many doctoral graduates have taken deaf education faculty positions? **0**

1. Number:
 2. If they have not taken faculty positions, can you describe the positions that they have taken? CURRICULUM COORDINATOR, STATE DEPARTMENT COORDINATOR, ASSISTANT PROFESSOR IN SPECIAL EDUCATION, CLASSROOM TEACHER
1. Description:
 9. What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing?
 1. Critical knowledge: MEETING THE CEC/CED COMPETENCIES
 2. Critical Skills: MEETING THE CEC/CED COMPETENCIES
 3. Critical Experiences: NOT CERTAIN
 10. How, if at all, has your perspective of the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing changed during the course of the last five years?
 1. Has not changed:
 2. Has changed: NEW BORN HEARING SCREENING, EARLY INTERVENTION, COCHLEAR IMPLANTS AND THE INCREASE OF STUDENTS WITH ADDITIONAL DISABILITIES, REALIZATION OF THE LACK OF EVIDENCE BASED PRACTICES TO GUIDE THE FIELD
 1. Description:
 11. Do you have any comments or suggestions that you would like to share concerning the design and implementation of a collaborative model of doctoral preparation for the field of deaf education?
 1. No:
 2. Yes: IT IS EXCITING TO BE PART OF IT. THANK YOU!
 1. Comments & Suggestions: